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ABSTRACT

A study of students enrolled at William Rainey Harper College (WRHC) in fall 1981 was conducted to obtain demographic data and information on students' goals and relationship with the college, and to compare student data with community demographic data. A random sample of 500 traditional credit and 300 continuing education students was surveyed by mail and telephone. Study findings, based on responses from 93% of the credit students and 82% of the continuing education students, included the following: (1) in fall 1981, WHRC enrolled 3.1% of the district population in degree credit programs and 1.9% in continuing education offerings; (2) 63.8% of the credit students were employed full-time--the lowest percentage since 1974; (3) 33.8% of the credit students were living with their parents, compared to 27.2% in 1978, 28.1% in 1979, and 30.4% in 1980; (4) a significantly higher percentage of all responding students were searching for a new field or were planning to transfer to another college after leaving WRHC than in previous years; and (5) 32.5% of the credit students and 28.7% of the continuing education students had learned about the college through living nearby or seeing the college, while friends or relatives were the primary source of information about WRHC for 30.2% of the credit students and 19.1% of the continuing education students. The bulk of the report consists of data tables providing detailed results. The survey instrument is appended. (Author/HB)

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STUDENT CHARACTERISTICS AS COMPARED TO THE COMMUNITY PROFILE - 1981-1982

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ABSTRACT

THE PURPOSE OF THIS STUDY WAS TO PROVIDE A FALL 1981 STUDENT PROFILE FOR GENERAL INFORMATION PURPOSES, AND TO PRESENT SOME DATA WHICH IS NOT AVAILABLE ON THE AUTOMATED STUDENT DATA FILE. IN ADDITION, THIS REPORT ANALYZES HARPER'S MARKET OUTREACH. RANDOM SAMPLES OF 500 TRADITIONAL CREDIT STUDENTS (3.3 PERCENT OF TOTAL STUDENT POPULATION) AND 300 CONTINUING EDUCATION STUDENTS (3.1 PERCENT OF TOTAL CE POPULATION) WERE SURVEYLD BY MAIL. RESPONSE RATES OF 93 PERCENT FOR TRADITIONAL CREDIT AND 82 PERCENT FOR CONTINUING EDUCATION STUDENTS WERE OBTAINED. AUTOMATED STUDENT DATA WAS GATHERED ALONG WITH COMMUNITY DEMOGRAPHIC DATA.

AN ANALYSIS OF THIS DATA LED TO THE FOLLOWING CONCLUSIONS. THE IMPACT OF THE WORSENING ECONOMY IS VERY EVIDENT IN MANY OF THE CHANGING CHARACTERISTICS OF STUDENTS IN THE FALL OF 1981. FOR EXAMPLE, THE HIGHEST PERCENTAGE OF DEGREE CREDIT STUDENTS IN HARPER'S HISTORY WERE LIVING WITH THEIR PARENTS, WERE SEARCHING FOR A NEW FIELD AT HARPER, AND WERE PLANNING TO TRANSFER TO ANOTHER COLLEGE AFTER LEAVING HARPER. THE LOWEST PERCENTAGE SINCE 1974 WERE EMPLOYED FULL TIME WHILE AT HARPER AND WERE PLANNING TO CONTINUE ON THE SAME JOB AFTER LEAVING HARPER. PERSONAL INCOME FOR STUDENTS WAS UP VERY LITTLE FROM THE PREVIOUS YEAR.

THE PRESENCE OF THE CAMPUS CONTINUES TO BE THE MAJOR FACTOR IN FIRST GETTING RESIDENTS' ATTENTION. THE MAJOR FACTORS WHICH ACTUALLY ATTRACT STUDENTS TO ENROLL AT HARPER CONTINUE TO BE FRIENDS AND RELATIVES, CONVENIENCE AND THE AVAILABILITY OF SPECIFIC PROGRAMS AND OFFERINGS. DIRECT MAILINGS TO RESIDENTS' HOMES CONTINUE TO BE MUCH MORE IMPORTANT FOR ATTRACTING CONTINUING EDUCATION STUDENTS THAN DEGREE CREDIT STUDENTS.

TABLE OF CONTENTS

I. Purpose. 1

II. Population Surveyed. 1

III. Method Used. 1

IV. Discussion of Results. 2-3

V. Major Conclusions. 4

VI. Bibliography 5

VII. Detailed Results

A. Comparison of Respondents with Sample and Population. . . . 6

B. Geographic Location of Traditional Credit Students. 7

C. Geographic Location of Continuing Education Students. . . . 8

D. Degree to Which Various Age Segments of District Population Enrolled at Harper in Traditional Credit Programs. 9

E. Degree to Which Various Age Segments of District Population Enrolled at Harper in Continuing Education Programs. 10

F. Class Load. 11

G. When Students are Enrolled. 11

H. Where Students are Enrolled 11

I. Male/Female Trends. 11

J. Marital Status of Students. 11

K. Age of Students 12

L. Children of Students. 12

M. Present Full-Time Occupation. 12

N. Financial Independence From Parents 13

O. Income of Students Who Are Independent of Parents 13

P. Income of Parents of Dependent Students 13

Q. Language Used Most at Home. 14

R. Primary Ethnic Background 14

S. Length of Time Planned to Stay at Harper as Student 14

T. Plans for a Major Field 15

U. Highest Degree Planned. 15

V. Highest Educational Level Attained Prior to Attending Harper. 15

W. How Students First Heard About Harper 16

X. What or Who Most Convinced Student to Attend Harper 17

Y. Sources from which Greatest Help was Received in obtaining needed information at Harper. 18

Z. What Students Plan to do when they Leave Harper 18

AA. Principle Purpose in Enrollling at Harper. 19
BB. Means of Transportation to Harper. 19
CC. Preference for Public Transportation or Car Pool 19
VIII. Appendix. 20
Student Characteristics Questionnaire. . . . . .

Purpose

The purpose of this study was to provide a fall 1981 student profile for general information purposes. This profile contains some data which is not available on the automated student data file. In addition, this study compares student data with community demographic data including 1981 projected census data and allows an analysis of the percentage of various subgroups of the community reached by Harper. This study is part of the institution's outreach efforts to study Harper students and the community and to use the data to help the institution better serve the needs of these groups.

Population Surveyed

Among the traditional credit students, a random sample of 500 students was chosen representing 3.3 percent of the total of 14,962 traditional credit students enrolled in the fall of 1981. Similarly, a random sample of 300 continuing education students was selected which represents 3.1 percent of this C.E. population of 9,711 students. Responses were received from 464 of the 500 traditional credit students for a return rate of 93 percent. Likewise, 246 of the 300 continuing education students answered the survey for an 82 percent response rate.

	Traditional Credit Students		Continuing Education Students	
	Number	Response Percent	Number	Response Percent
Mail Responses	299	59.8	160	53.3
Telephone Responses	165	33.0	86	28.7
Total Responses	464	92.8	246	82.0
Non-Forwardable	6	1.2	11	3.7
Couldn't Reach by Phone	30	6.0	43	14.3
Total Non-Responses	36	7.2	54	18.0
Total Sample	500	100	300	100

The high return rate helps insure that the respondents will be fairly representative of the entire student population. It does appear that younger students were over-represented in the sample of traditional credit students, while males were under-represented in the sample of continuing education students.

Method Used

The instrument shown in the appendix is somewhat similar to the one developed for the 1974 survey and used in the subsequent surveys. This year's instrument has been modified only slightly from the 1980 survey. This survey was mailed to the previously described sample with a pre-addressed, stamped, return envelope. After three weeks, those who did not respond were sent a reminder postcard. After another three weeks, some of the information was gathered over the telephone from those

who still had not responded. Some information was gathered from Harper's student data system and still other data was obtained from projecting the 1980 census count.

Discussion of Results

In examining the demographic patterns among students, it appears that in the fall of 1981 the proportion of male students began to rise for the first time. Historically, male degree credit students outnumbered female students until 1975 when females outnumbered males for the first time. The proportion of degree credit males continued to decline until it reached 44 percent in 1978 and remained at that level through the fall of 1980. In the fall of 1981, the percentage of degree credit males rose to 48 percent. Similarly, the proportion of continuing education males rose from a range of 34 to 37 percent in previous years to 43 percent in the fall of 1981. The 43 percent matches the profile of the adult learner as compiled by the American Association of Community and Junior Colleges in March of 1980.

Of keen interest to those involved with outreach efforts of Harper College is the distribution of student residence. Overall, 3.1 percent of the district population was enrolled in degree credit programs at Harper during the fall of 1981. Schaumburg Township had the highest enrollment rate with 3.64 percent enrolled while Elk Grove Township was second at 3.03 percent. The other three areas (Wheeling Township, Palatine Township and the Barrington High School District) each enrolled about 2.9 percent of their population. Just under 9 percent of the degree credit students lived out of the district.

Considering continuing education offerings, Harper enrolled about 1.9 percent of the district population. Palatine Township and the Barrington High School District had the highest enrollment rates at about 2.15 percent while Schaumburg Township was third with an enrollment rate of about 2.0 percent. Wheeling Township and Elk Grove Township had enrollment rates close to 1.7 percent. About 15 percent of the continuing education enrollment came from outside the district.

Overall, it was not apparent that students living closer to the Harper campus were more apt to enroll at Harper than students living further from the campus. The exception to this seems to be Adult Basic Education and English as a Second Language students. National research[1] has indicated that proximity to higher education does increase the percentage of students going to college, but these studies were examining areas the size of counties or larger. It is not clear that proximity is still a factor when the areas researched are reduced to the size of townships.

Nationwide the Chronicle of Higher Education[2] reports that just under 20 percent of all beginning students attend a college within ten miles of home. Since historically about 25 percent of the students from area graduating classes attend Harper and about 40 percent attend other colleges[3] (they would have to be at least ten miles or further away) we can say that about 38 percent of new college students from the Harper district attend a college within 10 miles of their home. This is nearly twice the national average.

Looking at ethnic backgrounds of Harper students, about 3 percent of both the degree credit and the continuing education students are non-white. Nationally[2] about 11½ percent of college students are non-white. Census data (1980) for the Northwest suburbs which would detail the ethnic makeup of Harper's district is not yet available.

A number of student characteristics indicators reflected the worsening economy. Among degree credit students, only 63.8 percent were employed full time, which is the lowest percentage since 1974. Also only 8.1 percent of these same students were employed in semi-skilled jobs (an especially hard-hit area). This is the lowest percentage since Harper began compiling this data in 1974. Another sign of the times is that 58 percent of the degree credit students are living at home, and this too is at the highest level since Harper began keeping records. Also, the mean income of financially independent degree credit students was $20,700, up only 2 percent from the previous year. Similarly, the mean income of continuing education students was $28,400, up only 5½ percent from the previous year. A final economic indicator showed that only 15 percent of the degree credit students and 35 percent of the continuing education students plan to continue at their same job after leaving Harper. Both these figures are the lowest in Harper's history.

A number of goals for Harper students have also changed this year. For example, the percent of degree credit students searching for a new field is 22½ percent, the highest level since 1974. Among continuing education students some 61 percent now feel they need a major field and this is by far the highest percentage in Harper's history. In indicating what they plan to do when they leave Harper, some 39 percent of the degree credit students indicate they will transfer to another college, the highest level since Harper began keeping this record in 1977. This was so despite the fact that the percent whose original goal at Harper was to enroll in baccalaureate oriented programs was at an all time low. This means a lot of students who enrolled in career programs (Nursing, Criminal Justice, etc.) are now planning to transfer. In a similar survey done at Tarrant County Junior College in Texas[4], only 28 percent of degree credit students were planning to transfer. Close to 22 percent of Harper's degree credit students plan to seek a new job upon leaving Harper. This compares to 39 percent who plan to see a new job after leaving in the Tarrant County Junior College study[4].

The primary means by which degree credit students first hear about Harper continues to be seeing the campus (33%) and through relatives and friends (30%). The result is similar for continuing education students (29% see campus, 19% hear through relatives and friends). The factors that most convinced degree credit students to attend Harper were friends and relatives (27%, highest since records were kept), convenience (19%, less important than in past), ability to get specific program (16%, also less important than in past) and low cost (9%). The top four factors convincing continuing education students to attend Harper fall in a different priority order. For example, the ability to get a specific offering heads the list (33%, highest since records were kept), followed by convenience (18%), semester schedule received in the mail (14%), parents and relatives (13%). Material received in the mail is a much more important factor in convincing continuing education students (21%) to attend Harper than it is for degree credit students (5%).

The greatest sources of information about Harper for degree credit students are first, the catalog and second, material received in the mail. Tied for third are counselors and the semester schedule. For continuing education students the greatest sources of information about Harper are material received in the mail and the semester schedule.

As in the past, 88 percent of the degree credit students drive their own car. While 11 percent drive the family car, only 2 percent ride with someone else. One percent take the bus and 1 percent are in a carpool. Among continuing education students, 88 percent drive their own car, 6 percent drive the family

car, 3 percent ride with someone else, one-half percent take the bus, 1 percent are in car pools and more imaginatively, 1 percent walk and 1 percent cycle. Only 18 percent of the degree credit students are now interested in bus transportation, which is less than in past surveys. It could be that the realities of bus transportation in the suburbs have made students more cynical about the potential of bus transportation. About 12 percent of the degree credit students are interested in car pooling. Among continuing education students, 17 percent are interested in bus transportation and 8 percent would be interested in carpooling.

Major Conclusions

The impact of the worsening economy is very evident in many of the changing characteristics of students in the fall of 1981. For example, the highest percentage of degree credit students in Harper's history were living with their parents, were searching for a new field at Harper, and were planning to transfer to another college after leaving Harper. The lowest percentage since 1974 were employed full time while at Harper and were planning to continue on the same job after leaving Harper. Personal income for students was up very little from the previous year.

The presence of the campus continues to be the major factor in first getting residents' attention. The major factors which actually attract students to enroll at Harper continue to be friends and relatives, convenience and the availability of specific programs and offerings. Direct mailings to residents' homes continue to be much more important for attracting continuing education students than degree credit students.

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COMPARISON OF RESPONDENTS WITH SAMPLE AND POPULATION

	Traditional Credit									Continuing Education								
	Respondents			Total Sample			Total Student Population			Respondents			Total Sample			Total Student Population		
	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981	1979	1980	1981
Male	44.2	40.0	47.8	43.9	41.4	48.0	43.6	44.2	47.6	26.6	37.1	28.5	28.1	36.3	28.7	37.2	36.8	42.7
Female	55.8	60.0	52.2	56.1	58.6	52.0	56.4	55.8	52.4	73.4	62.9	71.5	71.9	63.7	71.3	62.8	63.2	57.3
Under 21	36.5	36.0	44.0	35.9	35.4	42.7	37.7	37.0	36.0	7.2	5.8	7.4	6.8	5.5	6.9			
21 and Over	63.5	64.0	56.0	64.1	64.6	57.3	62.3	63.0	64.0	92.8	94.2	92.6	93.2	94.5	93.1			
Full Time	36.4	35.0	39.2	35.4	33.3	38.8	30.8	31.4	30.6	2.0	5.0	4.9	1.5	4.1	4.0	4.6	3.4	
Part Time	63.6	65.0	60.8	64.6	66.7	61.2	69.2	68.6	69.4	98.0	95.0	95.1	98.5	95.9	96.0	95.4	96.6	
Day	49.3	43.6	48.1	46.2	43.1	48.2	66.0*	66.0*	65.7*	17.7	23.3	22.4	18.7	22.3	22.0	37.3*	38.0*	39.5*
Evening	35.5	38.9	40.1	39.2	39.5	39.4	34.0*	34.0*	34.3*	70.7	69.0	65.8	69.3	69.0	66.3	62.7*	62.0*	60.5*
Combined	12.9	15.9	9.7	11.5	16.0	10.4				4.1	2.7	7.7	4.7	3.6	7.7			
Weekend	2.3	1.6	2.1	3.1	1.4	2.0				7.5	5.0	4.1	7.3	5.1	4.0			

*Percent of Student Credit Hours

GEOGRAPHIC LOCATION OF STUDENTS

Location	Traditional Credit Students 1977 Percent of population enrolled at Harper	1978 Percent of population enrolled at Harper	1980 Percent of population enrolled at Harper	1981 Harper Students	1981 Population	1981 Percent of population enrolled at Harper
Schaumburg Township	2.73	2.53	3.38	3,865	106,233	3.64
Elk Grove Village Township	3.07	2.49	2.95	2,657	87,707	3.03
Wheeling Township	2.29	2.45	2.69	3,790	130,490	2.90
Palatine Township	2.68	2.91	3.01	2,459	85,105	2.89
Barrington Unit School Dist.	2.34	3.02	2.72	888	30,958	2.87
Total District	2.63	2.60	2.97	13,659	440,366	3.10
Nurber out-of-district	1,671	1,267	1,060	1,303		
Percent out-of-district	13.2	10.4	7.6			
Villages						
Palatine	4.72	4.96	6.13	2,092	33,010	6.34
Des Plaines*	--	--	--	459	12,579	3.65
Schaumburg	2.58	2.46	3.45	1,860	53,541	3.47
Hoffman Estates	3.40	3.14	3.58	1,350	39,198	3.45
Hanover Park*	--	--	--	347	10,358	3.35
Rolling Meadows	2.77	2.99	3.22	669	20,684	3.23
Arlington Heights	3.09	2.83	2.88	2,106	67,240	3.13
Elk Grove Village	3.03	2.87	2.95	888	29,036	3.06
Mount Prospect	2.52	2.43	2.85	1,533	51,760	2.96
Buffalo Grove*	2.61	2.21	3.03	385	13,200	2.92
Wheeling	3.06	2.42	2.78	647	23,272	2.78
Prospect Heights	1.08	1.46	1.61	328	11,795	2.78

*Only portion which is in-district

GEOGRAPHIC LOCATION OF STUDENTS

	Continuing Education					
	1977	1978	1980	1981		
Location	Percent of population enrolled at Harper	Percent of population enrolled at Harper	Percent of population enrolled at Harper	Harper Students	Population	Percent of population enrolled at Harper
Palatine Township	1.87	1.90	1.69	1,841	85,105	2.16
Barrington Unit School Dist.	3.43	2.82	3.04	660	30,958	2.13
Schaumburg Township	1.48	1.43	1.71	2,097	106,233	1.97
Elk Grove Village Township	1.63	1.25	1.43	1,511	87,707	1.72
Wheeling Township	1.26	1.24	1.11	2,147	130,490	1.65
Total District	1.62	1.50	1.56	8,256	440,366	1.88
Number of out of district	1,148	1,023	1,473	1,455		
Percent out of district	15.8	14.0	17.9	15.0		
Villages						
Palatine	3.04	3.25	3.54	1,387	33,010	4.20
Rolling Meadows	2.07	1.99	1.79	541	20,684	2.62
Hoffman Estates	2.05	1.78	1.68	892	39,187	2.28
Schaumburg	1.49	1.58	1.88	1,143	53,541	2.13
Mount Prospect	1.51	1.09	1.18	925	51,760	1.79
Elk Grove Village	1.39	1.44	1.42	512	29,036	1.76
Arlington Heights	1.72	1.45	1.33	1,172	67,240	1.74
Wheeling	1.51	1.23	.97	384	23,272	1.65
Buffalo Grove*	.94	1.27	1.13	206	13,200	1.56
Prospect Heights	.79	.18	1.13	149	11,795	1.26
Des Plaines*	--	--	--	124	12,579	.99
Hanover Park*	--	--	--	99	10,358	.96

*Only portion which is in-district

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Traditional Credit Enrollment - Males

Age	Fall Enrollment			Population*			Percent Enrolled		
	1979	1980	1981	1979	1980	1981	1979	1980	1981
17	100	28	54	4,152	4,014	3,982	2.40	.70	1.36
18	873	754	1,111	4,181	4,152	4,023	20.88	18.16	27.62
19	827	922	1,084	4,193	4,181	4,152	19.72	22.05	26.11
20 - 21	909	978	1,463	8,001	8,247	8,374	11.36	11.86	17.47
22 - 25	948	1,146	1,029	13,214	13,362	12,407	7.17	8.58	8.29
26 - 35	1,024	1,202	1,002	47,967	49,590	53,434	2.13	2.42	1.88
36 - 45	265	419	515	31,685	32,513	35,196	.84	1.29	1.46
46 and over	155	224	244	42,922	43,644	43,222	.36	.51	.56
	5,101	5,673	6,502	156,315	159,703	164,790	3.26	3.55	3.95
Average Age	24.4	25.4							

Traditional Credit Enrollment - Females

17	133	74	220	4,152	4,014	3,982	3.20	1.84	5.52
18	971	492	798	4,182	4,152	4,024	23.22	11.85	19.83
19	814	1,009	991	4,193	4,182	4,152	19.41	24.13	23.87
20 - 21	893	1,501	1,129	8,000	8,247	8,375	11.16	18.20	13.48
22 - 25	1,021	984	1,018	13,215	13,362	12,408	7.73	7.36	8.20
26 - 35	1,473	1,796	1,542	47,966	49,590	53,434	3.07	3.62	2.89
36 - 45	900	985	1,184	31,686	32,513	35,196	2.84	3.03	3.36
46 and over	394	320	275	42,922	43,644	43,222	.75	.73	.64
	6,599	7,161	7,157	156,316	159,704	164,793	4.22	4.48	4.34
Average Age	27.3	27.2							

*Population by age (20 and up) is taken from Real Estate Research Population Projections for Harper College and 17, 18 and 19 year old population from school census data gathered from schools in the Harper district.

DEGREE TO WHICH VARIOUS SEGMENTS OF DISTRICT POPULATION ENROLLED AT HARPER

Continuing Education Enrollment - Males

	Fall Enrollment			Population*			Percent Enrolled		
	1979	1980	1981	1979	1980	1981	1979	1980	1981
17 - 19	219	77	137	12,526	12,347	12,157	1.75	.62	1.13
20 - 21	173	78	183	8,001	8,247	8,374	2.16	.95	2.19
22 - 25	353	464	366	13,214	13,362	12,407	2.67	3.47	2.95
26 - 35	836	902	1,328	47,967	49,590	53,434	1.74	1.82	2.49
36 - 45	439	489	733	31,685	32,513	35,196	1.39	1.50	2.08
46 and over	353	619	778	42,922	43,644	43,222	.82	1.42	1.80
	2,373	2,629	3,525	156,315	159,703	164,790	1.52	1.65	2.14
Average Age	32.8	36.2	36.8						

Continuing Education Enrollment - Females

17 - 19	363	266	192	12,527	12,348	12,158	2.90	2.15	1.58
20 - 21	298	133	240	8,000	8,247	8,375	3.73	1.61	2.87
22 - 25	596	611	624	13,215	13,362	12,408	4.51	4.57	5.03
26 - 35	1,415	1,460	1,537	47,966	49,590	53,434	2.95	2.94	2.88
36 - 45	731	1,169	1,033	31,686	32,513	35,196	2.31	3.60	2.94
46 and over	602	876	1,105	42,922	43,644	43,222	1.40	2.01	2.56
	4,005	4,515	4,731	156,316	159,704	164,793	2.56	2.83	2.87
Average Age	32.8	35.8	37.0						

*Population by age (20 and up) is taken from Real Estate Research Population Projections for Harper College, and 17, 18 and 19 year old population from school census data gathered from schools in the Harper district.

Class Load	Traditional Credit 1979 %	1980 %	1981 %	Continuing Education 1979 %	1980 %	1981 %
Full time	36.4	35.0	39.2	2.0	5.0	4.9
Part time	63.6	65.0	60.8	98.0	95.0	95.1
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number responding	321	443	464	154	240	246
When Students are Enrolled						
Day only	49.3	43.6	48.1	17.7	23.3	22.4
Evening only	35.5	38.9	40.1	70.7	69.0	65.8
Weekends only	2.3	1.6	2.1	7.5	5.0	4.1
Mixture of times	12.9	15.9	9.7	4.1	2.7	7.7
Portion of class hours in day	50.7	58.7	64.9	41.7	45.0	51.7
Portion of class hours in evening	45.0	37.1	31.3	41.7	40.0	40.8
Portion of class hours on weekend	4.3	4.2	3.8	16.6	15.0	7.5
Number responding	310	434	464	147	219	246
Where Students are Enrolled						
Main campus	92.6	99.3	95.9	77.8	88.6	85.2
Barrington High School	.5	0	0	14.5	6.3	6.2
Schaumburg High School	0	0	1.0	0	.9	1.6
Willow Park	3.9	0	0	5.4	0	0
Hawthorne	0	.3	2.6	0	.9	3.0
Other locations	3.0	.4	.5	2.3	3.3	4.0
Enrolled at Main Campus only	90.9	98.6	94.7	75.8	87.5	84.1
Enrolled at one location only other than Main Campus	4.1	.2	3.3	20.2	10.2	12.7
Enrolled at more than one location	5.0	1.2	2.0	4.0	2.3	3.2
Number responding	318	431	452	149	215	221

Demographic Factors of Students

Sex	Traditional Credit 1978	1979	1980	1981	Continuing Education 1978	1979	1980	1981
Male	44.2%	44.2%	40.0%	47.8%	21.0%	26.6%	37.1%	28.5%
Female	55.8%	55.8%	60.0%	52.2%	79.0%	73.4%	62.9%	71.5%
Number responding	335	321	443	464	152	154	240	246
Marital Status								
Single	51.9%	58.8%	60.6%	64.2%	21.7%	29.4%	26.3%	23.4%
Married	41.5%	35.9%	33.2%	32.5%	69.1%	57.5%	61.0%	65.4%
Divorced or separated	5.4%	5.0%	6.2%	3.3%	8.5%	10.5%	9.7%	5.8%
Widow or widower	1.2%	.3%	0	0	.7%	2.6%	3.0%	5.4%
Number responding	335	320	437	458	152	153	236	240

	Traditional Credit				Continuing Education			
Age	1978	1979	1980	1981	1978	1979	1980	1981
16	0	0	0	.2	0	0	.4	0
17	.6	.6	.9	1.9	.6	.7	.8	.4
18	11.1	12.8	10.2	14.9	3.3	1.9	1.7	1.6
19	13.2	14.0	15.6	15.1	2.1	2.0	2.1	2.5
20	6.0	9.1	9.3	11.9	1.3	2.6	.8	2.9
21	8.2	9.0	9.8	6.5	2.6	.6	1.3	2.0
22 - 25	18.3	14.7	14.7	14.3	13.2	16.2	15.0	10.7
26 - 30	15.3	14.0	12.3	10.6	28.3	22.7	17.1	13.1
31 - 35	9.9	7.8	11.3	8.0	16.4	11.7	15.4	20.5
36 - 45	11.4	11.8	11.3	12.5	19.7	26.6	24.2	21.3
46 - 55	5.4	4.1	3.9	3.7	8.6	11.7	13.7	12.3
56 - 65	.6	1.2	.2	.2	2.6	2.6	5.8	8.2
Over 65	0	.3	.5	.2	1.3	.7	1.7	4.5
Number responding	333	321	441	463	152	154	240	244
Average age	27.1	26.6	26.4	25.7	33.1	34.2	36.1	37.7
Percent under 21 years of age	30.9	36.5	36.0	44.0	7.3	7.2	5.8	7.4
Children of Students								
Have no children	68.7	71.7	71.6	69.7	44.7	50.0	38.2	41.2
Have preschoolers at home	10.8	10.3	7.3	8.2	13.2	13.6	16.0	10.9
Have school age children at home	17.3	16.5	18.4	16.6	32.9	31.8	31.1	29.8
Have post high school youth at home	8.1	6.2	4.8	4.6	7.2	7.8	14.3	13.0
Have children who have left home	6.3	5.3	6.6	4.0	12.5	14.9	15.5	22.7
Number responding	335	321	440	475	152	154	238	238
Present Full-Time Occupation								
Students not employed full time	20.0	23.5	29.3	36.2	2.6	3.3	3.8	4.9
Semi-professional, technical	20.3	23.2	23.5	22.6	17.8	24.8	25.5	17.6
Semi-skilled	17.6	15.1	10.7	8.1	13.2	6.5	10.4	13.5
Homemaker and student	8.6	9.7	9.6	8.0	19.1	24.8	15.1	21.7
Managerial or Executive	7.8	4.4	6.2	5.5	10.5	9.8	9.6	9.0
Unskilled	5.0	4.7	2.7	5.2	3.3	2.0	1.7	1.6
Sales Professional	3.6	3.4	3.9	4.1	5.9	5.2	8.8	8.6
Professional	3.6	6.3	7.0	3.7	21.7	15.7	15.1	14.0
Supervisor or Public Official	6.6	3.1	3.4	3.1	1.3	3.3	6.7	3.3
Skilled Trade	6.7	5.7	2.7	2.9	2.6	3.9	2.1	2.9
Small Business Owner	.2	.9	1.0	.6	2.0	.7	1.2	2.9
Number Responding	335	319	442	459	152	153	239	244

Financial Independence From Parents	Traditional Credit 1978	1979	1980	1981	Continuing Education 1978	1979	1980	1981
Not Independent - live with parents	27.2	28.1	30.4	33.8	3.9	6.3	3.7	4.2
Independent - but live with parents	11.6	22.7	21.6	23.9	7.9	7.8	7.4	12.1
Independent - live away from parents	61.2	49.2	48.0	42.3	88.2	85.9	88.9	83.7
Number Responding	335	317	421	444	152	142	217	

Income of Students who are Independent of Parents	Traditional Credit 1979 Percent	1980 Percent	1981 Percent	Continuing Education 1979 Percent	1980 Percent	1981 Percent
Less than $5,000	11.0	16.2	6.5	9.4	2.2	1.9
$5,000 to $6,999	3.0	3.7	6.5	1.4	.5	3.3
$7,000 to $8,999	5.2	1.8	4.5	5.0	2.7	2.3
$9,000 to $9,999	5.5	1.1	5.8	2.2	3.3	1.4
$10,000 to $11,999	7.9	6.6	7.2	3.6	3.3	3.8
$12,000 to $14,999	10.7	10.7	10.0	10.8	7.7	9.9
$15,000 to $19,999	12.8	14.8	10.6	12.9	18.0	15.6
$20,000 to $24,999	14.9	14.0	13.1	16.5	21.3	13.7
$25,000 to $29,999	11.6	7.3	7.2	13.7	10.4	9.4
$30,000 to $34,999	6.1	10.0	9.3	7.2	9.8	10.4
$35,000 to $39,999	3.7	4.4	5.8	6.5	6.6	5.7
$40,000 to $49,999	7.6	6.6	6.2	10.8	4.4	10.8
$50,000 to $59,999	0	1.5	5.2	0	3.8	5.7
$60,000 to $69,999	0	.4	1.4	0	1.6	.9
$70,000 and over	0	.4	.7	0	4.4	4.7
	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	328	271	291	139	183	212
Median Income	$17,619	$18,313	$19,516	$21,413	$22,885	$24,224
Mean Income	$19,332	$20,221	$20,660	$22,198	$26,899	$28,389
Percent over $25,000	29.0%	31.1%	35.8%	38.2%	41.0%	47.6%

Income of Parents of Dependent Students			
Less than $5,000	4.2	3.0	2.1
$5,000 to $8,999	0	0	2.1
$9,000 to $12,999	6.2	4.5	1.1
$13,000 to $16,999	4.2	1.5	4.3
$17,000 to $20,999	14.6	10.4	5.3
$21,000 to $24,999	12.5	22.4	6.4
$25,000 to $29,999	6.2	20.9	13.8
$30,000 to $34,999	12.5	16.4	18.1
$35,000 to $39,999	2.1	7.5	11.7
$40,000 to $49,999	37.5	7.4	25.5
$50,000 to $59,999	0	1.5	7.5
$60,000 to $69,000	0	0	2.1
$70,000 and over	0	4.5	0
	100.0	100.0	100.0
Number Responding	48	67	94
Median Income	$30,833	$26,964	$34,265
Mean Income	$30,521	$28,993	$34,495
Percent over $25,000	58.3%	58.2%	78.7%

Community data 1977 ----- Median family income -- $26,586
Percent of families over $25,000 -- 52.7%

Language Used Most at Home	Traditional Credit			Continuing Education		
	1979	1980	1981	1979	1980	1981
English	95.6	96.4	98.6	97.4	89.8	95.5
Spanish	1.0	.7	.8	.7	1.5	3.3
Italian	.4	.5	0	0	.9	0
Hindu	.6	.5	0	1.3	1.7	0
Greek	0	.5	.2	0	0	.8
Polish	.3	.2	0	0	.2	0
German	.3	.2	.2	0	.4	0
Korean	.3	.2	0	0	.4	0
Sioux or Cherokee	.3	.2	0	0	0	0
Irish	0	.2	0	0	0	0
Thai	0	.2	0	0	0	0
Vietnamese	0	.2	0	0	0	0
Philipino	0	0	.2	0	.2	0
Turkish	0	0	0	0	.2	0
Hungarian	0	0	0	0	.4	0
French	0	0	0	0	.6	0
Ukrainian	0	0	0	0	0	0
Japanese	0	0	0	0	.8	.4
Chinese	.3	0	0	.6	.4	0
Persian	0	0	0	0	.4	0
Swedish	0	0	0	0	.4	0
Norwegian	0	0	0	0	.4	0
Estonian	.3	0	0	0	0	0
Latvian	.3	0	0	0	0	0
Lithuanian	.3	0	0	0	0	0
Primary Ethnic Background						
White Caucasian	94.3	96.0	96.9	87.3	89.7	96.6
Latino, Mexican American	3.2	1.6	1.5	4.0	3.0	2.6
Asian American	1.9	1.6	.7	8.7	7.3	.4
Black American	.6	.5	.7	0	0	0
Native American	0	.3	0	0	0	0
Foreign students "F" or "J" visa	0	0	.2	0	0	.4
Number Responding	315	427	447	150	233	234

Length of Time Planned to Stay at Harper as Student	Traditional Credit			Continuing Education		
	%	%	%	%	%	%
	1979	1980	1981	1979	1980	1981
More than three years	16.2	14.3	13.6	15.1	9.7	13.0
Three years	11.4	9.6	10.5	1.4	3.9	5.5
Two years	34.2	32.7	38.5	11.5	14.6	13.5
One year	25.6	23.0	23.1	12.2	17.0	13.5
Just this semester	12.7	20.4	14.3	59.8	54.8	54.5
Average number semesters	4.0	3.7	3.9	2.6	2.5	2.7
Number Responding	308	426	428	139	206	200

Plans for a Major Field	Traditional Credit				Continuing Education			
	1978	1979	1980	1981	1978	1979	1980	1981
Have had no major field change since attending Harper	55.1	57.9	54.0	49.0	12.9	17.9	20.5	32.6
Have changed major fields or plan to change major field	15.8	14.3	18.6	17.4	2.0	4.9	3.8	7.5
Do not need major field of study	19.4	9.5	11.0	11.5	72.1	53.7	58.1	38.9
Transfer students entering a new field	.3	1.9	1.1	1.1	0	.7	.5	.9
Bachelor's degree student entering a new field	3.6	4.1	5.5	3.3	7.5	10.5	9.0	7.2
Searching for a field	5.8	12.3	9.8	17.7	5.5	12.3	8.1	12.9
Number responding	330	316	426	451	147	134	210	221
Highest Degree Planned								
No degree	17.9	19.2	17.8	21.1	65.3	64.8	65.1	57.4
Associate degree	31.6	29.5	29.9	27.5	6.2	12.7	9.6	14.4
Bachelor's degree	31.9	35.9	34.8	35.2	20.4	10.6	14.4	16.1
Master's degree	15.8	12.8	14.2	14.0	7.5	10.5	8.3	9.9
Ph.D, Ed.D, L.L.D. or M.D.	1.9	2.6	3.3	2.2	.6	1.4	2.6	2.2
Number Responding	329	312	428	451	147	142	229	223
Highest Educational Level Attained Prior to Attending Harper								
Some high school	.9	0	0	1.1	3.9	.6	4.2	6.3
High school graduate	55.2	62.7	58.3	65.4	26.5	24.8	27.4	29.7
GED equivalency diploma	1.8	.9	1.1	1.3	.8	2.0	1.7	3.3
Technical or Business School Graduate	1.5	3.4	2.7	2.2	3.9	3.9	1.3	4.2
Some college	28.6	21.2	22.3	17.0	24.6	26.8	21.1	20.9
Associate degree	.9	2.8	2.1	1.1	2.7	2.0	5.9	3.3
Some hours beyond associate degree	2.1	.6	2.1	1.5	.6	2.6	3.0	1.3
Three year nursing degree	.3	0	0	.2	1.9	0	.8	1.3
Bachelor's degree	7.5	6.2	9.6	9.4	31.2	27.5	27.0	24.7
Master's degree or higher	1.2	2.2	1.8	.9	3.9	9.8	7.6	5.0
Number Responding	332	321	439	459	151	153	237	239
Percentage Baccalaureate degree or higher	8.7	8.4	11.4	10.3	35.1	37.3	34.6	29.7
Percentage Baccalaureate degree or higher among only those 21 or older	12.6	13.2	17.7	18.1	37.6	39.9	36.3	31.4

Establishing a Relationship with Harper

How Student First Heard About Harper	Credit				Continuing Education			
	1978	1979	1980	1981	1978	1979	1980	1981
Saw the campus or live close to the campus	32.2	26.2	28.7	32.5	30.9	24.0	35.5	28.7
Parents, friends or relatives	23.9	25.4	24.8	30.2	22.4	13.6	17.7	19.1
Semester schedule received in mail	8.6	9.4	9.0	8.1	20.4	18.1	11.6	13.4
Literature at the high school	3.9	10.2	6.9	8.0	2.0	3.7	3.4	3.5
Can't remember when first heard about Harper	6.4	5.3	6.8	5.4	3.9	5.8	4.0	4.1
High School Counselor	10.2	6.9	7.1	4.6	2.0	.7	1.3	1.5
Materials received from Harper in the mail	2.4	2.7	4.0	2.2	2.6	14.3	2.5	11.3
Heard about it through work	2.8	3.5	3.5	2.0	2.9	3.4	7.5	2.1
Inquiries for special program	3.9	5.1	2.7	1.9	3.9	6.5	4.5	5.2
Newspaper articles or advertising	2.4	2.9	3.0	1.4	3.9	4.4	7.3	5.4
Real estate agent or Welcome Wagon	.3	.4	.1	.9	2.7	.7	1.6	1.2
Visit by Harper representative to high school	.3	.4	.5	.9	.3	0	0	0
Harper area cooperative program	.3	.1	.6	.7	0	0	0	0
Employment near or at Harper	0	0	.5	.3	0	1.9	.4	.4
Referendum or tax bill	.6	.3	.5	.2	.7	1.9	1.7	.6
From other colleges	.8	.6	.8	.2	0	.7	.4	0
Veterans Administration Counselor	0	0	0	.2	0	0	0	0
Applied for work or work at Harper	0	0	0	.2	0	0	0	.4
Talked to Harper counselor or faculty member	.6	.3	.5	.1	.7	.3	.2	.8
Harper Open House	.3	0	0	0	0	0	0	.4
Previous enrollment in CE courses	.1	0	0	0	.7	0	0	0
Senior Citizens Center	0	0	0	0	0	0	.4	1.5
Van or shopping center display	0	0	0	0	0	0	0	0
Public Library	0	0	0	0	0	0	0	.4

What or Who most convinced Student to attend Harper	Credit				Continuing Education			
	1978	1979	1980	1981	1978	1979	1980	1981
Parents, friends or relatives	8.1	10.8	10.6	27.2	4.4	8.5	11.3	13.3
It is so convenient to get to	33.5	25.7	27.5	19.2	36.8	16.4	15.1	17.9
I could get specific program or course	20.9	23.7	23.9	15.8	27.1	31.1	31.2	33.6
It is so inexpensive	10.6	9.0	11.3	9.3	4.7	2.9	2.7	4.2
No particular reason or my own personal motivation	5.1	4.6	4.6	8.7	2.9	4.6	13.9	3.5
Semester schedule received in mail	4.9	4.2	3.9	4.2	14.3	17.6	13.0	14.3
It is a good place to find direction in your life	3.4	4.8	3.8	3.4	2.0	4.9	1.1	1.5
Literature at work, supervisor, fellow employees or professional association	1.7	3.6	3.1	2.8	1.9	1.3	3.6	.8
It is easy to transfer courses to a four-year college	1.5	2.7	1.1	2.4	.3	.2	.4	.4
High school counselor	1.2	.9	1.9	1.4	.7	0	.4	.8
Material received from Harper in the mail	.3	.4	.7	1.0	2.1	5.2	2.0	6.9
Facilities on the campus impressive	1.1	.8	.8	.7	.1	3.2	.5	0
Literature in the high school	0	1.3	.5	.6	0	.7	.4	.4
Couldn't get accepted at any other college or was dropped by four-year college	0	.3	.5	.6	0	0	0	0
A visit to Harper's campus - talking to faculty or counselors	2.4	.9	.9	.5	1.3	1.1	1.3	0
Wanted to use VA benefit	2.1	2.4	1.7	.4	0	0	0	.1
Scholarships available	0	0	.5	.4	.4	0	.8	0
Economic environment	0	.3	.6	.4	0	0	.4	0
Harper is better than closest community college	1.3	1.2	1.1	.4	0	1.0	.4	0
Insurance reasons	0	0	0	.2	0	0	0	0
Newspaper articles or advertisements	.7	.4	0	.2	.3	0	1.1	1.3
Faculty at another college	0	.3	.8	.1	0	0	0	0
Harper's reputation for excellence	0	0	0	.1	0	0	0	.4
Harper area cooperative program	.6	1.7	0	0	.7	1.3	0	.2
Worked at Harper	.6	0	.2	0	0	0	.4	.4

Sources from which greatest help was received in obtaining needed information at Harper	Traditional Credit Percent				Continuing Education Percent			
	1978	1979	1980	1981	1978	1979	1980	1981
College catalog or handbook	18.2	22.4	15.6	29.4	6.0	12.8	19.2	17.8
Brochures or letters received in mail	11.0	7.0	7.1	24.1	24.2	21.3	16.9	29.2
Counselors	17.4	13.9	11.4	22.4	4.8	3.4	4.6	9.3
College semester schedule	9.1	8.5	11.4	22.4	39.6	26.7	18.3	29.2
Other students	5.5	8.5	10.7	21.7	2.0	.5	3.4	7.6
Faculty	15.8	12.6	13.2	18.4	4.0	5.3	7.7	14.4
Found information I needed on my own	8.1	13.7	8.4	10.7	4.7	9.6	4.3	15.7
Newspaper releases	2.3	2.7	4.0	10.3	3.4	6.6	6.9	12.7
Admissions Office	4.6	4.7	4.7	8.6	3.4	3.3	3.7	8.1
Relatives or friends	.9	2.1	2.5	5.5	3.4	3.1	4.6	2.1
Posters or bulletin board	1.1	.5	1.5	5.0	.3	.2	.6	.8
Other Harper staff	.8	0	2.2	3.7	.3	0	2.6	7.6
Didn't receive enough information	3.3	1.5	3.2	2.6	.3	2.7	.8	2.1
Library	.1	.1	.8	2.6	.3	1.4	.9	0
High school counselor	.3	0	.1	2.4	0	0	0	.4
Business Office	.2	0	.9	2.0	0	0	.9	1.7
Career Development Course or College Survival class	.2	.8	.4	2.0	2.0	1.6	1.4	5.9
Employer or fellow workers	1.1	.3	1.1	1.5	.7	1.5	2.6	3.4
Student Newspaper (Harbinger)	0	0	0	.4	0	0	0	0
Financial Aid Office	0	.3	.8	.4	0	0	0	.4
Computer terminal	0	.3	0	.2	0	0	.3	.4
Information Booth	0	0	0	.2	0	0	0	0
Displays at Shopping Center	0	0	0	.2	0	0	0	0
CETA program	0	0	0	0	.6	0	0	0
Senior Citizens Center	0	.1	0	0	0	0	.3	2.1
Woman's Program	0	0	0	0	0	0	0	.8
What students plan to do when they leave Harper								
Transfer to another educational institution	29.5	31.7	34.1	39.0	3.3	5.6	7.0	5.7
Obtain a new job	27.8	20.8	19.9	22.0	14.5	16.2	10.8	13.4
Continue on same job	18.8	29.5	29.2	14.7	45.4	50.3	61.3	34.8
Continue at Harper to use education for own personal development	5.1	.3	0	9.7	13.8	.7	1.3	30.5
Not sure	9.3	13.2	13.9	7.2	9.9	8.6	9.4	5.3
Obtain a promotion	8.0	2.2	.7	6.5	1.3	0	0	2.0
Become or continue as a Homemaker	1.5	2.3	2.0	.9	11.8	18.6	9.8	7.5
Retirement	0	0	0	0	0	0	.4	.8
Armed Services	0	0	.2	0	0	0	0	0
Number Responding	335	322	442	461	152	151	235	247

Principle Purpose in Enrolling At Harper	Traditional Credit Percent 1980	Traditional Credit Percent 1981	Continuing Education Percent 1980	Continuing Education Percent 1981
Enroll in baccalaureate oriented program in order to transfer to a four-year college	31.1	26.7	4.8	4.7
Enroll in a specific career program	32.6	34.3	17.4	10.6
Search for a major field of interest	15.1	22.4	4.1	9.7
Take courses for general interest	16.3	12.4	57.6	60.3
For retraining or refresher purposes	4.9	4.2	15.2	14.7
To learn the English language	0	0	.9	0
Total	100.0	100.0	100.0	100.0
Number Responding	438	449	230	236

Means of Transportation to Harper	Traditional Credit Percent 1979	1980	1981	Continuing Education Percent 1979	1980	1981
Drive my own car	88.5	83.0	85.1	90.8	88.0	87.8
Ride with someone else	2.2	2.7	2.3	3.9	3.8	3.4
Use family car	8.1	9.8	10.5	4.6	4.6	5.5
Motorcycle	0	.7	.2	0	0	.4
Bicycle	0	.1	0	0	0	.4
Take bus	0	2.0	1.1	0	.4	.4
Car pool	1.2	1.7	.8	.7	2.3	1.3
Walk	0	0	0	0	.9	.8
Total	100.0	100.0	100.0	100.0	100.0	100.0
Number Responding	321	439	460	153	238	238

Preference for Public Transportation or Car Pool						
Would be interested in bus transportation	23.9	24.8	17.7	19.0	15.5	16.9
Would prefer car pool	12.7	9.8	12.5	9.1	10.9	8.4
Not interested	63.4	65.4	70.5	71.9	73.6	75.1

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

APPENDIX

September 30, 1981

Dear Student:

Because of state and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain more information on our student body.

To that end, we are sending you the enclosed questionnaire as a part of a sample of Harper students. Since this is only a sample, it is very important that each student selected answer the questionnaire as completely as he or she can and mail it back to us in the return envelope provided. Any information you supply will be kept strictly confidential.

We really would appreciate your help in this matter. You can be assured you are helping Harper serve its community better.

Sincerely,

John A. Lucas

John A. Lucas
Director, Planning and Institutional Research

JAL/sl

Enclosures

William Rainey Harper College
Algonquin and Roselle Roads
Palatine, Illinois 60067
312-397-3000

October 26, 1981

Dear Student:

Because of state and community requirements and because of a desire on our part to be more responsive to community needs, it is imperative for us to obtain more information on our student body.

To that end, we are sending you the enclosed questionnaire as a part of a sample of Harper students. Since this is only a sample, it is very important that each student selected answer the questionnaire as completely as he or she can and mail it back to us in the return envelope provided. Any information you supply will be kept strictly confidential.

We really would appreciate your help in this matter. You can be assured you are helping Harper serve its community better.

Sincerely,

John A. Lucas

John A. Lucas
Director, Planning and Institutional Research

JAL/sl

Enclosures

STUDENT CHARACTERISTICS QUESTIONNAIRE

Please respond to each item by checking (✓) the one most appropriate alternative for each question.

I. DEMOGRAPHIC

1. Sex

_____ Male _____ Female

2. Marital Status Check (✓) one

_____ A. Single
_____ B. Married
_____ C. Divorced
_____ D. Widow or widower

3. Age Check (✓) one

_____ A. 16
_____ B. 17
_____ C. 18
_____ D. 19
_____ E. 20
_____ F. 21
_____ G. 22-25
_____ H. 26-30
_____ I. 31-35
_____ J. 36-40
_____ K. 41-45
_____ L. 46-55
_____ M. 56-65
_____ N. Over 65

4. Your present full-time occupation. If retired or inactive, mark previous occupation. Check (✓) one.

_____ A. Managerial or executive (business executive, banker, store manager)
_____ B. Professional (doctor, lawyer, professor, nurse, R.N.)
_____ C. Sales - professional
_____ D. Semi-professional or technical (programmer, lab technician, secretary)
_____ E. Semi-skilled (machine operator, construction worker, clerk)
_____ F. Skilled trades (electrician, carpenter, plumber)
_____ G. Small business owner or farm owner
_____ H Supervisor or public official (office manager, policeman)
_____ I. Unskilled (general laborer, farm laborer)
_____ J. Student, not employed full-time
_____ K. Homemaker and student

5. What do you plan to do when you leave Harper? Check (✓) one.

_____ A. Transfer to another educational institution
_____ B. Obtain a job
_____ C. Obtain a promotion
_____ D. Continue on same job as I have now
_____ E. Become or continue as a homemaker
_____ F. Don't plan to leave Harper - Plan to continue to use Harper off and on over the years for my own personal development
_____ G. I am not sure
_____ H. Other (specify)_____

_____

6. Primary ethnic background. Check (✓) one.

_____ A. Asian American/Oriental - of Chinese, Japanese, Korean, Hawaiian, Samoan or Filipino descent
_____ B. Native American/American Indian descent
_____ C. Black American/or Afro American descent
_____ D. Chicano/Mexican American
_____ E. All other American ethnic minorities, such as Puerto Rican, Cuban, Spanish, or Latin American, etc.
_____ F. White American of European descent
_____ G. Foreign students who carry F or J visa
_____ H. Other (specify)_____
_____ I. I prefer not to answer this question

7. Your total income last year exclusive of parents' income (include spouse if married). Check (✓) one.

_____ A. Less than $5,000
_____ B. $5,001 - $6,999
_____ C. $7,000 - $8,999
_____ D. $9,000 - $9,999
_____ E. $10,000 - $11,999
_____ F. $12,000 - $14,999
_____ G. $15,000 - $19,999
_____ H. $20,000 - $24,999
_____ I. $25,000 - $29,999
_____ J. $30,000 - $34,999
_____ K. $35,000 - $39,999
_____ L. $40,000 - $49,999
_____ M. $50,000 - $59,999
_____ N. $60,000 - $69,999
_____ O. $70,000 and over

8. Transportation Check (✓) your primary mode

_____ A. Drive my own car
_____ B. Ride with someone else
_____ C. Use family car
_____ D. Car pool
_____ E. Motorcycle
_____ F. Bicycle
_____ G. Take bus
_____ H. Walk

9. Would you prefer public transportation or would you like to be contacted for a car pool? Check (✓) all which apply.

_____ A. I would be interested in bus transportation.
_____ B. I would prefer to be in a car pool.
_____ C. Not interested in either.

10. What is the highest educational level you attained prior to attending Harper? Check (✓) one.

_____ A. Some high school
_____ B. High school graduate
_____ C. GED equivalency diploma
_____ D. Technical or business school graduate
_____ E. Some college
_____ F. Associate degree - community college degree
_____ G. Some hours beyond associate degree
_____ H. Three year nursing degree
_____ I. Bachelor's degree (B.A. or B.S.)
_____ J. Master's degree
_____ K. Ph.D. or Ed.D - doctorate

II. FAMILY INFORMATION

1. Which language is most used at home? Check (✓) one.

_____ A. English
_____ B. Spanish
_____ C. An American Indian Language
_____ D. German
_____ E. Italian
_____ F. Polish
_____ G. Ukrainian
_____ H. French
_____ I. Greek
_____ J. Japanese
_____ K. Chinese
_____ L. Vietnamese, Cambodian, Thai, or Laotian
_____ M. Korean
_____ N. Hindu
_____ O. Filipino
_____ P. A Scandanavian Language
_____ Q. Persian-Turkish
_____ R. Hungarian
_____ S. Other (specify)
_____
_____

2. What age children do you have? Check (✓) all which apply.

_____ A. Have no children
_____ B. Have pre-schoolers at home
_____ C. Have school age children at home
_____ D. Have post high school children at home
_____ E. Have children who have left home

3. Are you financially independent (less than $600 from parents and not listed as income tax dependent)? Check (✓) one.

_____ A. Yes - live away from parents
_____ B. No - live with parents
_____ C. Yes - but live with parents and pay for room and board and all other expenses

4. To plan financial aid programs for entering students, colleges need to know the financial background of their students. If your parents still claim you as a dependent, please estimate as accurately as possible your parents' income before taxes. (Leave blank if considered confidential or if you do not know or if you are financially independent of parents). Check (✓) one.

_____ A. Less than $5,000
_____ B. $5,001 to $8,999
_____ C. $9,000 to $12,999
_____ D. $13,000 to $16,999
_____ E. $17,000 to $20,999
_____ F. $21,000 to $24,999
_____ G. $25,000 to $29,999
_____ H. $30,000 to $34,999
_____ I. $35,000 to $39,999
_____ J. $40,000 to $49,999
_____ K. $50,000 to $59,999
_____ L. $60,000 to $69,999
_____ M. $70,000 and over

III. ESTABLISHING A RELATIONSHIP WITH HARPER

1. How did you first hear about Harper? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. Saw the campus or live close by
_____ F. Newspaper articles or advertising
_____ G. Semester schedule received from Harper in the mail
_____ H. Harper area high school cooperative career orientation program
_____ I. Can't remember when I first heard about Harper
_____ J. Visit by Harper representative to my high school
_____ K. Heard about Harper through employees where I work
_____ L. Talked to Harper counselor or faculty
_____ M. Real estate agent
_____ N. Welcome Wagon
_____ O. Wanted specific program - found Harper had it
_____ P. Brochures or letters received from Harper in mail
_____ Q. Senior Citizen Center
_____ R. Employed near Harper
_____ S. Saw or toured Harper van
_____ T. Saw or visited display at shopping center
_____ U. Harper Open House
_____ V. Heard about Harper at college I attended before
_____ W. Referendum or tax bill
_____ X. Other (specify)_____

_____

2. What or who most convinced you to first attend Harper? Check (✓) one.

_____ A. Parents, friends, or relatives
_____ B. Literature at the high school
_____ C. Literature at work
_____ D. High school counselor
_____ E. The fact that it was so inexpensive
_____ F. The fact that it is so convenient to get to
_____ G. Semester schedule received from Harper in the mail
_____ H. The facilities on the campus impressed me
_____ I. A visit to Harper's campus talking to faculty or counselors
_____ J. Harper area high school cooperative career orientation program
_____ K. Newspaper articles or advertisements
_____ L. The fact that I could get the specific program or course(s) which I wanted
_____ M. No particular reason
_____ N. Brochures or letters received from Harper in mail
_____ O. I found it was easy to transfer courses to a four year college
_____ P. Employees at work convinced me
_____ Q. Wanted to use V.A. benefits
_____ R. Harper is better than closest community college
_____ S. Scholarships available
_____ T. It is a good place to find direction for your life
_____ U. I worked at Harper
_____ V. The economy and the availability of jobs
_____ W. Couldn't get accepted at any other college
_____ X. Faculty or staff at another college recommended Harper
_____ Y. Other (specify)_____

IV. GOALS AT HARPER

1. Which of the following best indicates why you enrolled at Harper? Check (✓) one.

_____ A. To enroll in a baccalaureate oriented program in order to transfer to a four-year college (specify field)_____
_____ B. To enroll in a specific career program (specify)_____
_____ C. To search for a major field of interest
_____ D. To take courses for general interest
_____ E. For retraining or refresher purposes

2. _____ Full-time student (12 hrs. or more) _____ Part-time student

3. When are you enrolled? Check (✓) one.

_____ A. All courses are in day - 7 AM to 5 PM
_____ B. All courses are in evening - 5 PM to 11 PM
_____ C. All courses on weekends
_____ D. A mixture of times - (give number of hours in each time period)
_____ credit hours in day
_____ credit hours in evening
_____ credit hours on weekend

4. Where are you enrolled? Check (✓) one.

_____ A. All courses on main campus in Palatine
_____ B. All courses at Barrington High School
_____ C. All courses at Schaumburg High School
_____ D. All courses at Hawthorne School
_____ E. All courses at another off-campus location
_____ F. A mixture of locations - (give number of hours at each location)
_____ credit hours main campus
_____ credit hours Barrington High School
_____ credit hours Schaumburg High School
_____ credit hours Hawthorne School
_____ credit hours other locations

5. Please indicate how long you presently plan on attending Harper College? Check (✓) one.

_____ A. More than three years
_____ B. Three years
_____ C. Two years
_____ D. One year
_____ E. Just one semester

6. Which of the following statements applies to you? Check (✓) one.

_____ A. I have a definite major field which has remained unchanged since entering Harper.
_____ B. I have changed fields since entering Harper.
_____ C. I plan to change my major field in the near future.
_____ D. I do not have a major field of study and do not need one presently.
_____ E. I am searching for a field.
_____ F. I am a transfer student and am entering a different curriculum at Harper.
_____ G. I have a bachelor's degree or higher and am starting a new program at Harper.

(over)

7. Highest degree planned. Check (✓) one.

_____ A. None - no degree
_____ B. Associate - community college degree
_____ C. Bachelor's (B.A. or B.S.)
_____ D. Master's (M.A. or M.S.)
_____ E. Ph.D or Ed.D

8. As a student, from what source do you receive the greatest help in obtaining information you need to know about Harper College? Check (✓) all which apply.

_____ A. Faculty
_____ B. Other Harper staff
_____ C. Counselors at Harper
_____ D. Brochures
_____ E. College catalogue
_____ F. Other students
_____ G. Newspaper releases
_____ H. Semester schedule
_____ I. Employer or fellow workers
_____ J. Find information I need on my own
_____ K. Admissions office
_____ L. Relatives or friends
_____ M. Posters or bulletin board
_____ N. High School counselor
_____ O. Career development courses or college survival course
_____ P. Senior Citizen Center
_____ Q. Didn't receive enough information
_____ R. Business office
_____ S. Financial Aids Office
_____ T. Computer terminal
_____ U. Learning Resources Center (Library)
_____ V. Other (specify)_____

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